

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

April 16, 2025 - Cancelled Meeting - Held on May 22, 2025

Meeting held at Algonquin & Lakeshore Catholic District School Board

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	Present: Z. Rogers, Community Living Kingston H. Simson, Learning Disabilities Association of Kingston H. Clark, Autism Ontario K. Hill, Member-at-Large J. Barker, Lennox & Addington Resources for Children A. Martin, Member-at-Large (Queen's University) Regrets: C. Lord, Epilepsy South Eastern Ontario E. Clow, Member-at-Large L. Clouthier, Easter Seals Ontario
Invitees:	Staff:
	Present: S. Gillam, Superintendent of Education, Learning for All M. Blackburn, Principal of Educational Services W. Fisher, Educational Services and Safe Schools Lead C. Snider, Special Education Program Coordinator M. Aylsworth, Special Education Program Coordinator M. West, Special Education Program Coordinator L. Conboy, Mental Health Lead J. Lalonde, Special Education Program Coordinator N. Dillard, Vice-Principal of Educational Services T. Bonham-Carter, Special Education Program Coordinator
Recorder:	Guests:
J. Senior, Administrative Assistant	J. Janssens, Behaviour Analyst K. Coles, Behaviour Analyst D. Abbink, Transition Planning Coordinator M. Costa, Transition Planning Coordinator

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

1. WELCOME

Chair McGregor called the meeting to order and welcomed everyone to the meeting.

Chair McGregor read the Acknowledgement of Territory:

“The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land.”

2. ADOPTION OF THE AGENDA

MOVED BY: Trustee Tiffany Lloyd, that the agenda be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

MOVED BY Trustee Tiffany Lloyd that the March 19, 2025, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Behaviour Analysts with LDSB – Jess Janssens and Katherine Coles delivered a presentation outlining their role as Behaviour Analysts. They noted that Behaviour Analysts are regulated health professionals registered with the College of Psychologists and Behaviour Analysts of Ontario. Currently, there are two Behaviour Analysts within LDSB.

Within the Behaviour Analyst role, there are two primary areas of focus: Consultation and Professional Development.

Consultation:

- May consist of a behavioural assessment or brief consultation.
- Provide a Behaviour Service Plan consisting of recommendations to support the student.
- Model and coach school staff on the implementation of recommendations.
- Review data and monitor progress.

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The consultation service delivery model begins with referrals received through the Intensive Support Teacher (IST) Team for students exhibiting behaviours that interfere with school success, often involving safety concerns.

Upon receiving a referral, consent is obtained from caregivers, and initial information is gathered to determine the most appropriate service model. This may include conducting a Functional Behavioural Assessment (FBA), which involves observations, interviews, data collection, and analysis to identify behavioural patterns and environmental influences.

Based on the findings, a Behaviour Service Plan is developed with targeted recommendations and strategies to support the student in acquiring socially significant skills. Behaviour Analysts collaborate closely with school staff to implement these strategies and ensure they are practical and effective. Ongoing monitoring through data collection and observation is conducted to assess the impact of the interventions.

In addition to individual student consultations, Behaviour Analysts also provide classroom-wide consultation to support educators in implementing universal classroom management strategies.

Professional Development:

- Sessions for small or larger school teams.
- Focus on building capacity in applying Applied Behaviour Analysis (ABA) strategies.
- Opportunities for discussion and practice.
- Focus on relationship and rapport building and skill building.

A focus was placed on building educator capacity in applying Applied Behaviour Analysis (ABA) within schools. Professional development sessions are tailored to the needs of various educational staff—including teachers, Early Childhood Educators (ECEs), Educational Assistants (EAs), administrators, and support staff—based on input gathered prior to each session.

The topics covered may include an introduction to ABA, reinforcement strategies, skill-building techniques, preventative and environmental strategies, data collection, and relationship and rapport building. Sessions are interactive, offering opportunities for staff to practice skills, ask questions, and collaboratively problem-solve challenges.

Over recent school years, a variety of professional development sessions have been delivered to school teams, IST teachers, and EAs, including Y Training. Presentations have also been provided to Educational Services staff on evidence-based curriculums focused on skill development in social-emotional learning and social skills.

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In addition to in-person sessions, support is provided for Geneva Centre learning through the Sonderly platform. Each year, Ministry of Education credits are used to purchase online courses designed for educators. Examples include *Core Teaching Strategies for Autistic Students* and *ADHD in the Classroom*. These courses are assigned throughout the year, with follow-up to support staff learning.

Additional Projects:

- Preschool Life Skills Program.
- Skill acquisition assessments.
- Skill-Based Treatment.

In addition to our primary areas of focus, exploratory work has continued on several new initiatives. This school year, a fourth thesis student from the Honours Behavioural Psychology program at SLC supported the implementation of the Preschool Life Skills Program in a kindergarten classroom. The goal was to assess the program's ease of implementation and effectiveness to determine its potential for broader use across the board.

Planning for the upcoming year includes exploring ways to support educators in using skill acquisition assessments to develop meaningful, student-specific goals.

Over the past two school years, significant focus has also been placed on learning and implementing Skill-Based Treatment, with further details to be shared.

Practical Functional Assessment (PFA) and Skill-Based Treatment (SBT) Overview

Assessment and treatment protocol created by Dr. Greg Hanley to address severe challenging behaviour, teach critical skills and produce socially meaningful outcomes while prioritizing safety, rapport, and televisibility.

Skill-Based Treatment, developed by Dr. Gregory Hanley, is a progressive and compassionate approach focused on teaching individuals meaningful and functional skills to replace challenging behaviours. The approach emphasizes three core values: safety, rapport, and televisibility—the latter referring to interactions being so safe, dignified, and transparent that they could be confidently broadcast publicly. These guiding principles are central to decision-making when selecting procedures to support students.

Practical Functional Assessment (PFA)

The PFA focuses on gaining a comprehensive understanding of the students—not only their challenges, but also what brings them joy and helps them feel safe and connected. This includes identifying what makes the student happy, relaxed, and engaged (HRE), as well as understanding the triggers for challenging behaviour and how to reduce them in a respectful and safe manner.

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The process involves conducting observations and interviews with caregivers and educators to gather insights. This information is then used to prepare for an in-person analysis in a comfortable, preferred environment for the student. The findings inform the development of a highly individualized and compassionate treatment plan rooted in meaningful skill development.

Skill-Based Treatment (SBT)

Following the completion of the PFA, SBT is initiated. This approach uses shaping—reinforcing small steps toward specific goals—and intermittent reinforcement to strengthen and maintain new skills over time.

The focus is on teaching contextually appropriate behaviours that are meaningful and useful in daily life. These may include communication, tolerating delays or denials, relinquishing preferred items, transitioning to workspaces, and completing academic or life skills.

By teaching these skills in a positive and supportive manner, the approach not only reduces challenging behaviours but also promotes independence, confidence, and long-term success.

SBT within Limestone District School Board

- Implemented by Intervention Assistants and supported by school-based EAs.
- Clinical oversight provided by Behavioural Analysts.
- Sessions occur four times per week.
- Sessions occur in a space filled with all the child's favourite things.
- Data is collected throughout to assess progress and guide decision making.
- Generalization occurs after initial teaching (new people, locations).

Within the Limestone District School Board, SBT is implemented by Intervention Assistants and supported by school-based Educational Assistants (EAs). Behaviour Analysts provide clinical oversight from assessment through to treatment to ensure alignment with best practices and intervention effectiveness.

Sessions are conducted four times per week, each lasting one hour, in environments tailored to the students' preferences to promote comfort and engagement. Data is collected during each session to monitor progress and guide decision-making. Following the initial teaching phase, generalization is introduced—allowing students to practice learned skills in new settings, with different people, or during varied activities to support real-world application.

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During the 2023–2024 school year, consultation was received from FTF Behavioral Consulting, led by Dr. Gregory Hanley. This support enhanced the team’s ability to implement PFA and SBT using current, evidence-based practices.

For the 2024–2025 school year, the collaboration with FTF will continue, with a focus on training staff to effectively teach and implement PFA and SBT. This ongoing professional development is key to building long-term team capacity and ensuring sustainable, high-quality interventions.

6.2 Ministry Work Project – Special Education Coordinator Matt Aylsworth and Transition Planning Coordinators: Donna Abbink and Maria Costa provided an in-depth presentation regarding the Supported Workplace Experience Project.

Funded through a Ministry of Education Grant: Removing Barriers for Students with Disabilities – The Supported Workplace Experience Project is a flexible funding source designed to create more opportunities for students with Intellectual Disabilities to meaningfully access and engage in pre-employment skills while gaining job experience. With this funding we have:

- Provided EA job coaching opportunities (EA coverage).
- Provided pre-employment training.
- Provided transportation funding.
- Covered the cost of St. Lawrence College’s Pre-College Adaptive Professional Effectiveness Program (CICE) tuition and transportation (10 students).

Impact and Timeline

The project rolled out in February 2025, with guidelines and support from an on-line, self-guided learning platform (D2L) course that included an employment package, and extensive list of employment partners (job bank), and some activities and resources to explore pre-employment and job attainment/retention in the following areas:

- Strengths-based skills exploration
- Employment skills (onsite and at school)
- Social and communication skills
- Hygiene/life skills
- Time management
- Resume and interview skills
- Transportation training
- Safety/WHMIS training
- Job coaching support

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Community Partnerships

One of the cornerstones of our project was our partnerships with community organizations:

- Employment Training
 - Community Living Kingston and District (2-8 course sessions)
 - Career Edge (In-school employment training)
- St. Lawrence College – CICE
- Management Tool for Experiential Learning (MTEL) and WHMIS support
- Extensive list of employment partners offering co-op and supporting workplace opportunities

Chair McGregor called on SEAC Members for questions.

7. CORRESPONDENCE

None at this time.

8. ASSOCIATION UPDATES

None at this time.

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Scot Gillam provided an overview of the Superintendent's Report, which was included in the Agenda Package.

10. NEXT MEETING DATE

Thursday, May 22, 2025 – Algonquin and Lakeshore Catholic District School Board, 151 Dairy Ave., Napanee. LDSB SEAC to start at 5:00 pm.

11. ADJOURNMENT

MOVED BY: Trustee Tiffany Lloyd, that the meeting adjourn. Carried.